SRA Snapshots Simply Science™
correlation to
Texas Essential Knowledge and Skills for Science (TEKS)
Grade 1

SRA Snapshots Simply Science™ consists of several components. Each level has Simply Science Video lessons (**Video**) that provide an introduction to or review of the unit science concepts. The Fiction Read Alouds (**RAF)** and Nonfiction Read Alouds (**RANF**) provide student friendly text that reinforces the science concepts in the video. The Teacher's Idea Book (**TIB**) provides quick lesson activities and reproducible pages (**BLM**). The Vocabulary Photo Cards (**Cards**) contain engaging photos, definitions, and additional activities.

KEY:

Reference	Program Component
Video	Video lessons
RAF	Read Aloud - Fiction
RANF	Read Aloud - Nonfiction
TIB	Teacher's Idea Book
BLM	Reproducible pages
Cards	Vocabulary Photo Cards

SRA Snapshots Simply Science™ Grade 1 **Life Science Unit 1: Living Things and Their Needs**	
Program Components	**Texas Essential Knowledge and Skills**
Video Living Things and Their Needs **RAF** "A Funny Frog" **RANF** "We Are Living Things" **TIB** pages 14, 15, 16, 17, 18, 19 **BLM** pages 70, 71, 72, 73, 74, 75, 76, 77, 78, 79 **Cards** 1, 2, 3, 4, 5, 6, 23, 24, 31, 35, 36, 44, 55, 56, 57, 60, 61, 63, 64, 65, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90	**(1.5) Science concepts**. The student knows that organisms, objects, and events have properties and patterns. **(A)** The student is expected to sort objects and events based on properties and patterns. **(1.8) Science concepts**. The student distinguishes between living organisms and nonliving objects. **(A)** The student is expected to group living organisms and nonliving objects. **(B)** The student is expected to compare living organisms and nonliving objects.
TIB page 19, Hands-On Science Activity *Group Living/Nonliving Things*	**(1.1) Scientific processes**. The student conducts classroom and field investigations following home and school safety procedures. **(A)** The student is expected to demonstrate safe practices during classroom and field investigations. **(1.2) Scientific processes**. The student develops abilities necessary to do scientific inquiry in the field and the classroom. **(B)** The student is expected to plan and conduct simple descriptive investigations. **(E)** The student is expected to communicate explanations about investigations. **(1.4) Scientific processes**. The student uses age-appropriate tools and models to verify that organisms and objects and parts of organisms and objects can be observed, described, and measured. **(B)** The student is expected to record and compare collected information.

SRA Snapshots Simply Science™ Grade 1 Life Science Unit 2: Learning About Plants	
Program Components	**Texas Essential Knowledge and Skills**
Video Learning About Plants **RAF** "Which Way to Sprout?" **RANF** "Plants Are Living Things" **TIB** pages 20, 21, 22, 23, 24, 25 **BLM** pages 80, 81, 82, 83, 84, 85, 86, 87, 88, 89 **Cards** 7, 8, 9, 10, 11, 12, 55, 56, 69, 81, 84, 87, 88	**(1.5) Science concepts**. The student knows that organisms, objects, and events have properties and patterns. **(B)** The student is expected to identify, predict, and create patterns including those seen in charts, graphs, and numbers. **(1.6) Science concepts**. The student knows that systems have parts and are composed of organisms and objects. **(A)** The student is expected to sort organisms and objects according to their parts and characteristics. **(B)** The student is expected to observe and describe the parts of plants and animals. **(1.7) Science concepts**. The student knows that many types of change occur. **(D)** The student is expected to observe and record changes in the life cycle of organisms. **(1.9) Science concepts**. The student knows that living organisms have basic needs. **(A)** The student is expected to identify characteristics of living organisms that allow their basic needs to be met. **(B)** The student is expected to compare and give examples of the ways living organisms depend on each other for their basic needs.
TIB page 25, Hands-On Science Activity *Looking at Plant Parts*	**(1.1) Scientific processes**. The student conducts classroom and field investigations following home and school safety procedures. **(A)** The student is expected to demonstrate safe practices during classroom and field investigations. **(1.2) Scientific processes**. The student develops abilities necessary to do scientific inquiry in the field and the classroom. **(B)** The student is expected to plan and conduct simple descriptive investigations. **(E)** The student is expected to communicate explanations about investigations. **(1.4) Scientific processes**. The student uses age-appropriate tools and models to verify that organisms and objects and parts of organisms and objects can be observed, described, and measured. **(B)** The student is expected to record and compare collected information.

SRA Snapshots Simply Science™ Grade 1 Life Science Unit 3: Habitats Are Everywhere	
Program Components	**Texas Essential Knowledge and Skills**
Video Habitats Are Everywhere **RAF** "A Home for Maggie" **RANF** "A Habitat Is a Home" **TIB** pages 26, 27, 28, 29, 30, 31 **BLM** pages 90, 91, 92, 93, 94, 95, 96, 97, 98, 99 **Cards** 13, 14, 15, 16, 17, 18, 19, 66, 75, 82	**(1.5) Science concepts.** The student knows that organisms, objects, and events have properties and patterns. **(A)** The student is expected to sort objects and events based on properties and patterns. **(1.6) Science concepts.** The student knows that systems have parts and are composed of organisms and objects. **(A)** The student is expected to sort organisms and objects according to their parts and characteristics. **(1.9) Science concepts.** The student knows that living organisms have basic needs. **(A)** The student is expected to identify characteristics of living organisms that allow their basic needs to be met. **(B)** The student is expected to compare and give examples of the ways living organisms depend on each other for their basic needs.

Life Science Unit 3 (continued)	
Program Components	**Texas Essential Knowledge and Skills**
TIB page 31, Hands-On Science Activity *Habitat Mobiles*	**(1.2) Scientific processes.** The student develops abilities necessary to do scientific inquiry in the field and the classroom. **(B)** The student is expected to plan and conduct simple descriptive investigations. **(E)** The student is expected to communicate explanations about investigations.

SRA Snapshots Simply Science™ Grade 1 Earth Science Unit 4: Learning About Earth's Surface	
Program Components	**Texas Essential Knowledge and Skills**
Video Learning About Earth's Surface **RAF** "A Big Difference" **RANF** "Earth's Many Resources" **TIB** pages 32, 33, 34, 35, 36, 37 **BLM** pages 100, 101, 102, 103, 104, 105, 106, 107, 108, 109 **Cards** 16, 19, 20, 21, 22, 23, 24, 82, 85, 90	**(1.6) Science concepts.** The student knows that systems have parts and are composed of organisms and objects. **(A)** The student is expected to sort organisms and objects according to their parts and characteristics. **(1.10) Science concepts.** The student knows that the natural world includes rocks, soil, and water. **(A)** The student is expected to identify and describe a variety of natural sources of water including streams, lakes, and oceans. **(B)** The student is expected to observe and describe differences in rocks and soil samples. **(C)** The student is expected to identify how rocks, soil, and water are used and how they can be recycled.
TIB page 37 Hands-On Science Activity *What Comes from Earth's Surface?*	**(1.1) Scientific processes.** The student conducts classroom and field investigations following home and school safety procedures. **(A)** The student is expected to demonstrate safe practices during classroom and field investigations. **(1.2) Scientific processes.** The student develops abilities necessary to do scientific inquiry in the field and the classroom. **(B)** The student is expected to plan and conduct simple descriptive investigations. **(E)** The student is expected to communicate explanations about investigations. **(1.4) Scientific processes.** The student uses age-appropriate tools and models to verify that organisms and objects and parts of organisms and objects can be observed, described, and measured. **(B)** The student is expected to record and compare collected information. **(1.5) Science concepts.** The student knows that organisms, objects, and events have properties and patterns. **(A)** The student is expected to sort objects and events based on properties and patterns.

SRA Snapshots Simply Science™ Grade 1 Earth Science Unit 5: Weather on Earth	
Program Components	**Texas Essential Knowledge and Skills**
Video Weather on Earth **RAF** "A Leaf's Story" **RANF** "All About Weather!" **TIB** pages 38, 39, 40, 41, 42, 43 **BLM** pages 110, 111, 112, 113, 114, 115, 116, 117, 118, 119 **Cards** 25, 26, 27, 28, 29, 30, 53, 63, 73, 86	**(1.5) Science concepts.** The student knows that organisms, objects, and events have properties and patterns. **(A)** The student is expected to sort objects and events based on properties and patterns. **(1.7) Science concepts.** The student knows that many types of change occur. **(C)** The student is expected to observe and record changes in weather from day to day and over seasons.

Earth Science Unit 5 (continued)	
Program Components	**Texas Essential Knowledge and Skills**
TIB page 43, Hands-On Science Activity *Seasons*	**(1.1) Scientific processes.** The student conducts classroom and field investigations following home and school safety procedures. **(A)** The student is expected to demonstrate safe practices during classroom and field investigations. **(1.2) Scientific processes.** The student develops abilities necessary to do scientific inquiry in the field and the classroom. **(B)** The student is expected to plan and conduct simple descriptive investigations. **(E)** The student is expected to communicate explanations about investigations. **(1.4) Scientific processes.** The student uses age-appropriate tools and models to verify that organisms and objects and parts of organisms and objects can be observed, described, and measured. **(B)** The student is expected to record and compare collected information.

SRA Snapshots Simply Science™ Grade 1 Earth Science Unit 6: Earth in Space	
Program Components	**Texas Essential Knowledge and Skills**
Video Earth in Space **RAF** "The Mysterious Moon" **RANF** "Look Up!" **TIB** pages 44, 45, 46, 47, 48, 49 **BLM** pages 120, 121, 122, 123, 124, 125, 126, 127, 128, 129 **Cards** 31, 32, 33, 34, 35, 36, 86	**(1.5) Science concepts.** The student knows that organisms, objects, and events have properties and patterns. **(B)** The student is expected to identify, predict, and create patterns including those seen in charts, graphs, and numbers. **(1.7) Science concepts.** The student knows that many types of change occur. **(A)** The student is expected to observe, measure, and record changes in size, mass, color, position, quantity, sound, and movement.
TIB page 49, Hands-On Science Activity *Modeling Moon p Phases*	**(1.1) Scientific processes.** The student conducts classroom and field investigations following home and school safety procedures. **(A)** The student is expected to demonstrate safe practices during classroom and field investigations. **(1.2) Scientific processes.** The student develops abilities necessary to do scientific inquiry in the field and the classroom. **(B)** The student is expected to plan and conduct simple descriptive investigations. **(E)** The student is expected to communicate explanations about investigations. **(1.4) Scientific processes.** The student uses age-appropriate tools and models to verify that organisms and objects and parts of organisms and objects can be observed, described, and measured. **(B)** The student is expected to record and compare collected information.

SRA Snapshots Simply Science™ Grade 1 Physical Science Unit 7: Properties of Matter	
Program Components	**Texas Essential Knowledge and Skills**
Video Properties of Matter **RAF** "What's the Matter?" **RANF** "Matter All Around" **TIB** pages 50, 51, 52, 53, 54, 55 **BLM** pages 130, 131, 132, 133, 134, 135, 136, 137, 138, 139 **Cards** 37, 38, 39, 40, 41, 42, 63, 73, 90	**(1.5) Science concepts.** The student knows that organisms, objects, and events have properties and patterns. **(A)** The student is expected to sort objects and events based on properties and patterns. **(1.7) Science concepts.** The student knows that many types of change occur. **(A)** The student is expected to observe, measure, and record changes in size, mass, color, position, quantity, sound, and movement.

Physical Science Unit 7 (continued)	
Program Components	**Texas Essential Knowledge and Skills**
TIB page 55, Hands-On Science Activity *Making Mixtures*	**(1.1) Scientific processes.** The student conducts classroom and field investigations following home and school safety procedures. **(A)** The student is expected to demonstrate safe practices during classroom and field investigations. **(1.2) Scientific processes.** The student develops abilities necessary to do scientific inquiry in the field and the classroom. **(B)** The student is expected to plan and conduct simple descriptive investigations. **(E)** The student is expected to communicate explanations about investigations. **(1.4) Scientific processes.** The student uses age-appropriate tools and models to verify that organisms and objects and parts of organisms and objects can be observed, described, and measured. **(B)** The student is expected to record and compare collected information.

SRA Snapshots Simply Science™ Grade 1 Physical Science Unit 8: Learning About Forces	
Program Components	**Texas Essential Knowledge and Skills**
Video Learning About Forces **RAF** "Queen of the Hill" **RANF** "Pushes and Pulls" **TIB** pages 56, 57, 58, 59, 60, 61 **BLM** pages 140, 141, 142, 143, 144, 145, 146, 147, 148, 149 **Cards** 43, 44, 45, 46, 47, 48	**(1.7) Science concepts.** The student knows that many types of change occur. **(A)** The student is expected to observe, measure, and record changes in size, mass, color, position, quantity, sound, and movement.
TIB page 61, Hands-On Science Activity *Big and Small Pushes*	**(1.2) Scientific processes.** The student develops abilities necessary to do scientific inquiry in the field and the classroom. **(B)** The student is expected to plan and conduct simple descriptive investigations. **(E)** The student is expected to communicate explanations about investigations. **(1.4) Scientific processes.** The student uses age-appropriate tools and models to verify that organisms and objects and parts of organisms and objects can be observed, described, and measured. **(B)** The student is expected to record and compare collected information. **(C)** The student is expected to measure organisms and objects, using non-standard units such as paper clips, hands, and pencils.

SRA Snapshots Simply Science™ Grade 1 Physical Science Unit 9: Heat, Light, and Sound	
Program Components	**Texas Essential Knowledge and Skills**
Video Heat, Light, and Sound **RAF** "The Energy Challenge" **RANF** "Energy All Around" **TIB** pages 62, 63, 64, 65, 66, 67 **BLM** pages 150, 151, 152, 153, 154, 155, 156, 157, 158, 159 **Cards** 36, 49, 50, 51, 52, 53, 54, 59, 65, 70, 73, 79	**(1.5) Science concepts.** The student knows that organisms, objects, and events have properties and patterns. **(A)** The student is expected to sort objects and events based on properties and patterns. **(1.7) Science concepts.** The student knows that many types of change occur. **(A)** The student is expected to observe, measure, and record changes in size, mass, color, position, quantity, sound, and movement. **(B)** The student is expected to identify and test ways that heat may cause change such as when ice melts.

Physical Science Unit 9 (continued)	
Program Components	**Texas Essential Knowledge and Skills**
TIB page 67, Hands-On Science Activity *Investigating Sound*	**(1.1) Scientific processes.** The student conducts classroom and field investigations following home and school safety procedures. **(A)** The student is expected to demonstrate safe practices during classroom and field investigations. **(1.2) Scientific processes.** The student develops abilities necessary to do scientific inquiry in the field and the classroom. **(B)** The student is expected to plan and conduct simple descriptive investigations. **(E)** The student is expected to communicate explanations about investigations. **(1.4) Scientific processes.** The student uses age-appropriate tools and models to verify that organisms and objects and parts of organisms and objects can be observed, described, and measured. **(B)** The student is expected to record and compare collected information.

SRA Snapshots Simply Science™
correlation to
Texas Essential Knowledge and Skills for Science (TEKS)
Grade 2

SRA Snapshots Simply Science™ consists of several components. Each level has Simply Science Video lessons (**Video**) that provide an introduction to or review of the unit science concepts. The Fiction Read Alouds (**RAF)** and Nonfiction Read Alouds (**RANF**) provide student friendly text that reinforces the science concepts in the video. The Teacher's Idea Book (**TIB**) provides quick lesson activities and reproducible pages (**BLM**). The Vocabulary Photo Cards (**Cards**) contain engaging photos, definitions, and additional activities.

KEY:

Reference	Program Component
Video	Video lessons
RAF	Read Aloud - Fiction
RANF	Read Aloud - Nonfiction
TIB	Teacher's Idea Book
BLM	Reproducible pages
Cards	Vocabulary Photo Cards

SRA Snapshots Simply Science™ Grade 2 **Life Science Unit 1: Organisms Are Living Things**	
Program Components	**Texas Essential Knowledge and Skills**
Video Organisms Are Living Things **RAF** "The Brave Beaver" **RANF** "Organisms Are Alive" **TIB** pages 14, 15, 16, 17, 18, 19 **BLM** pages 70, 71, 72, 73, 74, 75, 76, 77, 78, 79 **Cards** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 55, 57, 59, 61, 62, 64, 65, 70, 72, 73, 80, 83, 87, 88	**(2.5) Science concepts.** The student knows that organisms, objects, and events have properties and patterns. **(A)** The student is expected to classify and sequence organisms, objects, and events based on properties and patterns. **(2.8) Science concepts.** The student distinguishes between living organisms and nonliving objects. **(A)** The student is expected to identify characteristics of living organisms. **(2.9) Science concepts.** The student knows that living organisms have basic needs. **(A)** The student is expected to identify the external characteristics of different kinds of plants and animals that allow their needs to be met. **(B)** The student is expected to compare and give examples of the ways living organisms depend on each other and on their environments.
TIB page 19, Hands-On Science Activity *Grouping Animals*	**(2.1) Scientific processes.** The student conducts classroom and field investigations following home and school safety procedures. **(A)** The student is expected to demonstrate safe practices during classroom and filed investigations. **(2.2) Scientific processes.** The student develops abilities necessary to do scientific inquiry in the filed and the classroom. **(A)** The student is expected to ask questions about organisms, objects, and events. **(B)** The student is expected to plan and conduct simple descriptive investigations. **(E)** The student is expected to construct reasonable explanations and draw conclusions using information and prior knowledge. **(F)** The student is expected to communicate explanations about investigations.

SRA Snapshots Simply Science™ Grade 2 Life Science Unit 2: Learning About Animals	
Program Components	**Texas Essential Knowledge and Skills**
Video Learning About Animals **RAF** "Fun in the Rain Forest: **RANF** "Animals Are Living Things" **TIB** pages 20, 21, 22, 23, 24, 25 **BLM** pages 80, 81, 82, 83, 84, 85, 86, 87, 88, 89 **Cards** 7, 8, 9, 10, 11, 12, 55, 57, 59, 61, 62, 64, 70, 72, 80, 83, 87, 88	**(2.5) Science concepts.** The student knows that organisms, objects, and events have properties and patterns. **(A)** The student is expected to classify and sequence organisms, objects, and events based on properties and patterns. **(B)** The student is expected to identify, predict, replicate, and create patterns including those seen in charts, graphs, and numbers. **(2.8) Science concepts.** The student distinguishes between living organisms and nonliving objects. **(A)** The student is expected to identify characteristics of living organisms. **(2.9) Science concepts.** The student knows that living organisms have basic needs. **(A)** The student is expected to identify the external characteristics of different kinds of plants and animals that allow their needs to be met.
TIB page 25, Hands-On Science Activity *Modeling a Life Cycle*	**((2.2) Scientific processes.** The student develops abilities necessary to do scientific inquiry in the filed and the classroom. **(A)** The student is expected to ask questions about organisms, objects, and events. **(B)** The student is expected to plan and conduct simple descriptive investigations. **(F)** The student is expected to communicate explanations about investigations.

SRA Snapshots Simply Science™ Grade 2 Life Science Unit 3: Ecosystems All Around	
Program Components	**Texas Essential Knowledge and Skills**
Video Ecosystems All Around **RAF** "A Remarkable River" **RANF** "Ecosystems in Action" **TIB** pages 26, 27, 28, 29, 30, 31 **BLM** pages 90, 91, 92, 93, 94, 95, 96, 97, 98, 99 **Cards** 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 55, 57, 59, 62, 64, 70, 72, 73, 80, 83, 87, 88	**(2.5) Science concepts.** The student knows that organisms, objects, and events have properties and patterns. **(A)** The student is expected to classify and sequence organisms, objects, and events based on properties and patterns. **(2.8) Science concepts.** The student distinguishes between living organisms and nonliving objects. **(A)** The student is expected to identify characteristics of living organisms. **(2.9) Science concepts.** The student knows that living organisms have basic needs. **(A)** The student is expected to identify the external characteristics of different kinds of plants and animals that allow their needs to be met.
TIB page 31, Hands-On Science Activity *Caterpillar Camouflage*	**(2.2) Scientific processes.** The student develops abilities necessary to do scientific inquiry in the filed and the classroom. **(A)** The student is expected to ask questions about organisms, objects, and events. **(B)** The student is expected to plan and conduct simple descriptive investigations. **(E)** The student is expected to construct reasonable explanations and draw conclusions using information and prior knowledge. **(F)** The student is expected to communicate explanations about investigations.

SRA Snapshots Simply Science™ Grade 2 Earth Science Unit 4: Earth's Natural Resources	
Program Components	**Texas Essential Knowledge and Skills**
Video Earth's Natural Resources **RAF** "The Missing Rock" **RANF** "Digging in the Dirt" **TIB** pages 32, 33, 34, 35, 36, 37 **BLM** pages 100, 101, 102, 103, 104, 105, 106, 107, 108, 109 **Cards** 19, 20, 21, 22, 23, 24, 78, 79, 82, 89	**(2.5) Science concepts.** The student knows that organisms, objects, and events have properties and patterns. **(A)** The student is expected to classify and sequence organisms, objects, and events based on properties and patterns. **(2.10) Science concepts.** The student knows that the natural world includes rocks, soil, water, and gases of the atmosphere. **(B)** The student is expected to identify uses of natural resources.
TIB page 37, Hands-On Science Activity *Hand-Made Fossils*	**(2.1) Scientific processes.** The student conducts classroom and field investigations following home and school safety procedures. **(A)** The student is expected to demonstrate safe practices during classroom and field investigations. **(2.2) Scientific processes.** The student develops abilities necessary to do scientific inquiry in the field and the classroom. **(A)** The student is expected to ask questions about organisms, objects, and events. **(B)** The student is expected to plan and conduct simple descriptive investigations. **(E)** The student is expected to construct reasonable explanations and draw conclusions using information and prior knowledge. **(F)** The student is expected to communicate explanations about investigations.

SRA Snapshots Simply Science™ Grade 2 Earth Science Unit 5: Weather and Water	
Program Components	**Texas Essential Knowledge and Skills**
Video Weather and Water **RAF** "Felicia and the Four Seasons" **RANF** "All About Weather!" **TIB** pages 38, 39, 40, 41, 42, 43 **BLM** pages 110, 111, 112, 113, 114, 115, 116, 117, 118, 119 **Cards** 25, 26, 27, 28, 29, 30, 41, 60, 66, 75, 81, 85, 90	**(2.5) Science concepts.** The student knows that organisms, objects, and events have properties ad patterns. **(A)** The student is expected to classify and sequence organisms, objects, and events based on properties and patterns. **(2.7) Science concepts.** The student knows that many types of change occur. **(A)** The student is expected to observe, measure, record, analyze, predict, and illustrate changes in size, mass, temperature, color, position, quantity, sound, and movement. **(D)** The student is expected to identify, predict, and test uses of heat to cause changes such as melting and evaporation. **(2.10) Science concepts.** The student knows that the natural world includes rocks, soil, water, and gases of the atmosphere. **(A)** The student is expected to describe and illustrate the water cycle.

Life Science Unit 5 (continued)	
Program Components	**Texas Essential Knowledge and Skills**
TIB page 43, Hands-On Science Activity *What Can the Wind Blow?*	**(2.1) Scientific processes.** The student conducts classroom and field investigations following home and school safety procedures. **(A)** The student is expected to demonstrate safe practices during classroom and field investigations. **(2.2) Scientific processes.** The student develops abilities necessary to do scientific inquiry in the field and the classroom. **(A)** The student is expected to ask questions about organisms, objects, and events. **(B)** The student is expected to plan and conduct simple descriptive investigations. **(E)** The student is expected to construct reasonable explanations and draw conclusions using information and prior knowledge. **(F)** The student is expected to communicate explanations about investigations. **(2.4) Scientific processes.** The student uses age-appropriate tools and models to verify that organisms and objects and parts of organisms and objects can be observed, described, and measured. **(B)** The student is expected to measure and compare organisms and objects and parts of organisms and objects, using standard and non-standard units.
SRA Snapshots Simply Science™ Grade 2 **Earth Science Unit 6: Learning About Space**	
Program Components	**Texas Essential Knowledge and Skills**
Video Learning About Space **RAF** "Janie's Space Journey" **RANF** "Earth in Space" **TIB** pages 44, 45, 46, 47, 48, 49 **BLM** pages 120, 121, 122, 123, 124, 125, 126, 127, 128, 129 **Cards** 31, 32, 33, 34, 35, 36, 86	**(2.5) Science concepts.** The student knows that organisms, objects, and events have properties ad patterns. **(A)** The student is expected to classify and sequence organisms, objects, and events based on properties and patterns. **(B)** The student is expected to identify, predict, replicate, and create patterns including those seen in charts, graphs, and numbers. **(2.7) Science concepts.** The student knows that many types of change occur. **(A)** The student is expected to observe, measure, record, analyze, predict, and illustrate changes in size, mass, temperature, color, position, quantity, sound, and movement. **(D)** The student is expected to identify, predict, and test uses of heat to cause changes such as melting and evaporation.
TIB page 49, Hands-On Science Activity *Stars in the Day Time*	**(2.2) Scientific processes.** The student develops abilities necessary to do scientific inquiry in the field and the classroom. **(A)** The student is expected to ask questions about organisms, objects, and events. **(B)** The student is expected to plan and conduct simple descriptive investigations. **(E)** The student is expected to construct reasonable explanations and draw conclusions using information and prior knowledge. **(F)** The student is expected to communicate explanations about investigations.

SRA Snapshots Simply Science™ Grade 2 Physical Science Unit 7: Characteristics of Matter	
Program Components	**Texas Essential Knowledge and Skills**
Video Characteristics of Matter **RAF** "Irene's Exploration" **RANF** "All About Matter" **TIB** pages 50, 51, 52, 53, 54, 55 **BLM** pages 130, 131, 132, 133, 134, 135, 136, 137, 138, 139 **Cards** 37, 38, 39, 40, 41, 42, 56, 66, 89	**(2.5) Science concepts.** The student knows that organisms, objects, and events have properties ad patterns. **(A)** The student is expected to classify and sequence organisms, objects, and events based on properties and patterns. **(2.7) Science concepts.** The student knows that many types of change occur. **(A)** The student is expected to observe, measure, record, analyze, predict, and illustrate changes in size, mass, temperature, color, position, quantity, sound, and movement.
TIB page 55, Hands-On Science Activity *How Much Liquid?*	**(2.1) Scientific processes.** The student conducts classroom and field investigations following home and school safety procedures. **(A)** The student is expected to demonstrate safe practices during classroom and field investigations. **(2.2) Scientific processes.** The student develops abilities necessary to do scientific inquiry in the field and the classroom. **(A)** The student is expected to ask questions about organisms, objects, and events. **(B)** The student is expected to plan and conduct simple descriptive investigations. **(D)** The student is expected to gather information using simple equipment and tools to extend the senses. **(E)** The student is expected to construct reasonable explanations and draw conclusions using information and prior knowledge. **(F)** The student is expected to communicate explanations about investigations. **(2.4) Scientific processes.** The student uses age-appropriate tools and models to verify that organisms and objects and parts of organisms and objects can be observed, described, and measured. **(A)** The student is expected to collect information using tools including rulers, meter sticks, measuring cups, clocks, hand lenses, computers, thermometers, and balances. **(B)** The student is expected to measure and compare organisms and objects and parts of organisms and objects, using standard and non-standard units.

SRA Snapshots Simply Science™ Grade 2 Physical Science Unit 8: Forces and Motion	
Program Components	**Texas Essential Knowledge and Skills**
Video Forces and Motion **RAF** "Carlos's Skateboard" **RANF** "Motion, Magnets, and More!" **TIB** pages 56, 57, 58, 59, 60, 61 **BLM** pages 140, 141, 142, 143, 144, 145, 146, 147, 148, 149 **Cards** 43, 44, 45, 46, 47, 48, 71	**(2.5) Science concepts.** The student knows that organisms, objects, and events have properties ad patterns. **(A)** The student is expected to classify and sequence organisms, objects, and events based on properties and patterns. **(2.7) Science concepts.** The student knows that many types of change occur. **(A)** The student is expected to observe, measure, record, analyze, predict, and illustrate changes in size, mass, temperature, color, position, quantity, sound, and movement. **(C)** The student is expected to demonstrate a change in the motion of an object by giving the object a push or a pull.

Life Science Unit 8 (continued)	
Program Components	**Texas Essential Knowledge and Skills**
TIB page 61, Hands-On Science Activity *Magnets*	**(2.2) Scientific processes.** The student develops abilities necessary to do scientific inquiry in the field and the classroom. **(A)** The student is expected to ask questions about organisms, objects, and events. **(B)** The student is expected to plan and conduct simple descriptive investigations. **(D)** The student is expected to gather information using simple equipment and tools to extend the senses. **(E)** The student is expected to construct reasonable explanations and draw conclusions using information and prior knowledge. **(F)** The student is expected to communicate explanations about investigations.
SRA Snapshots Simply Science™ Grade 2 **Physical Science Unit 9: Energy Is Everywhere**	
Program Components	**Texas Essential Knowledge and Skills**
Video Energy Is Everywhere **RAF** "The Low-Energy Band" **RANF** "All About Energy **TIB** pages 62, 63, 64, 65, 66, 67 **BLM** pages 150, 151, 152, 153, 154, 155, 156, 157, 158, 159 **Cards** 41, 49, 50, 51, 52, 53, 54, 69, 84, 86	**(2.7) Science concepts.** The student knows that many types of change occur. **(A)** The student is expected to observe, measure, record, analyze, predict, and illustrate changes in size, mass, temperature, color, position, quantity, sound, and movement. **(B)** The student is expected to identify, predict, and test uses of heat to cause change such as melting and evaporation.
TIB page 67, Hands-On Science Activity *Heat Energy*	**(2.1) Scientific processes.** The student conducts classroom and field investigations following home and school safety procedures. **(A)** The student is expected to demonstrate safe practices during classroom and field investigations. **(2.2) Scientific processes.** The student develops abilities necessary to do scientific inquiry in the field and the classroom. **(A)** The student is expected to ask questions about organisms, objects, and events. **(B)** The student is expected to plan and conduct simple descriptive investigations. **(E)** The student is expected to construct reasonable explanations and draw conclusions using information and prior knowledge. **(F)** The student is expected to communicate explanations about investigations.